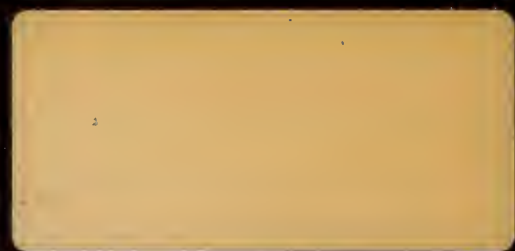


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GOVERNMENT DOCUMENTS
COLLECTION

JUN 08 1994

University of Massachusetts
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CHARTER APPLICATION

Submitted to the Secretary of Education
pursuant to Massachusetts General Law Chapter 71 section 89.

For

**THE WORCESTER CHARTER
SCHOOL**

An Edison Partnership School

by

The Worcester Charter School Group

and

The EDISON PROJECT

February 15, 1994

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

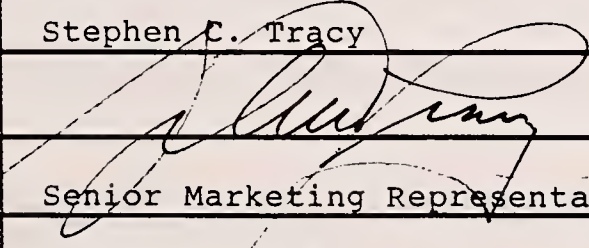
Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

THE EDISON PROJECT WITH THE WORCESTER CHARTER SCHOOL GROUP

Name of organization/group filing for charter school status.

Contact Person Name:	Stephen C. Tracy		
Signature:			Date: 2 /15 /1994
Title:	Senior Marketing Representative		
Address:	529 5th Avenue		
City:	New York		
State:	New York ..		
Zip:	10017		
Telephone:	212-309-1600 800-338-6402 Ext. 8955		
Fax:	212-309-1604		

The Worcester Charter School

Part I

1.) Mission Statement:

The mission of the Worcester Charter School is to prepare a diverse cross section of Worcester children for success as students, workers and citizens by providing them with a high quality education at prevailing public school costs.

2.) School Objectives:

The objectives of the Worcester Charter School are set forth in detail in the Edison Project's *Partnership School Design*. and *Student Standards for the Primary Academy* (attached). (The *Standards* book for the Elementary Academy is currently in production.) In summary, students served by the Charter School will develop knowledge and skills in the following areas:

A. Academic Objectives: To achieve world levels of achievement in:

- Reading & Language Arts (*Standards Book* p 13)
- History & Social Science (*Standards Book* p 25)
- Fine Arts (*Standards Book* p 32)
- Mathematics & Science (*Standards Book* p 41)

B. Non Academic Goals for Student Performance:

- Character & Values (*Standards Book* p 49)
- Health & Physical Fitness (*Standards Book* p 53)
- Practical Arts & Skills (*Standards Book* p 57)

C. Community Environment

A number of aspects of the Edison School design will assure a positive community environment at the Worcester Charter School. These include:

- A "House System" in which groups of approximately 100 students work with teams of four classroom teachers, supplemented with specialists in music and art, foreign language, physical fitness and sports.
- An "Academy" structure under which teachers work with the same groups of students for two or three years, thus forming closer, more productive and more accountable relationships;
- A curriculum that emphasizes character and ethics, including responsible behavior as members of a learning community.
- A pervasive system of technology that facilitates communication among students, staff members and families.

3.) Statement of Need:

A. Why is there a need for this type of school?

The social and economic future of Worcester depends, more than anything else, on the community's ability to provide a competitive, first rate education to all of its children. The Edison Project offers a comprehensive, innovative and inspiring educational program that will provide numerous opportunities and advantages to the children of Worcester.

The City of Worcester has a strong commitment to diversity and variety in public education. In the past two decades, its school system has progressed from a homogenous network of neighborhood-based schools toward a varied community of magnet schools, each with its own academic emphasis and focus. The magnet schools have enabled Worcester to maintain a school system balanced as to ethnic and racial populations within guidelines approved by the Massachusetts Board of Education. They have brought Worcester students opportunities for focused education in art, music, science, technology, computer skills, ungraded instruction and

heterogeneous grouping. Yet the Worcester Public School system is constrained as to the range of opportunities it can provide here, by virtue of facility limitations and contractual restraints.

The Edison Project is ideally suited to Worcester. It presents a carefully crafted program which provides Worcester with educational advantages that it would otherwise find difficult to afford, such as an extended school year and a variety of academic programs not presently available within the confines of Worcester public education. Edison's philosophy, emphasis and focus both complement and diversify the wealth of academic programs which Worcester provides its children. Its comprehensive, innovative, integrated program would be difficult for any local school system to create on its own. In a community which pioneers and preserves academic variety, the Edison Project will receive a welcome reception.

- B. Explain why a charter school would help to effectively address this need:

The Worcester Charter School is designed to enable a representative cross-section of Worcester children to perform at high levels. As a result, every one of the School's graduates will be well prepared for further education. The details of the plan that will insure positive results for our students is set forth in the attached *School Design* . Among other things, we intend to reach our ambitious goals in the following ways:

- Long term relationships between teachers, students and families. Because of the School's "academy structure", groups of approximately 100 children will work with teams of four teachers for two or three years at a time, rather than the typical 10 months.
- Highly qualified professional staff. Our school's administrative and teaching staff will be selected on the basis of rigorous criteria as the result of a local and national search. Teachers will receive extensive pre service and in service training and will be free from "non-professional" duties during the school day.
- More time for learning. Our school will serve students for seven or eight hours a day, 210 days a year. Over the course of a thirteen year school experience, this schedule will provide the equivalent of several years of additional time for learning.

- Intensive use of technology. The Worcester Charter School will make extensive use of computer and telecommunications technology. An interactive electronic network known as "The Common" will link all teachers, students and families in the school with each other and with other Edison schools across the nation.
- Individualized and varied instructional methods that address the important differences in the ways children learn.
- A focused, carefully integrated curriculum that inspires -- one that will give all students in depth understanding across all academic core areas.
- Access to substantial curriculum, instructional and staff development resources through the Edison Project's national system.

4.) School Demographics:

A. Describe the area where the school will be located.

The Worcester Charter School will be located in the city of Worcester, Massachusetts. A specific facility is currently being sought with the assistance of municipal officials and private citizens. Particular attention is being given to a former public elementary school (currently vacant) and a nursing school facility associated with a local hospital (also vacant).

B. Why was this location selected?

Worcester was selected as the site for the School because it is a city that reflects many of the opportunities and challenges facing public education in the Commonwealth of Massachusetts in the 1990's. Its public schools serve a diverse population of students. Limited budgets and traditional patterns of school organization have made it difficult to reach the levels of performance that Worcester's educators and citizens would like to see for all students.

- C. Describe any unique characteristics of the student population to be served.

The Worcester Charter School will serve a representative cross-section of the city's student population. A substantial proportion of the students to be served will come from low income families. Many will come from homes in which English is not the first language.

- D. What is the school's anticipated enrollment?

The School will open in August of 1995 with a population of approximately 500 students. If the School proves successful and if state law and regulation permit, it is our intention to extend the Worcester Charter School through grade 12, with a total enrollment of approximately 1,100 students.

- E. What grade levels will be served? How many students are expected to be in each grade level or grouping?

The Worcester Charter School will serve students in grades K-4 upon opening in August of 1995. Each grade level will consist of approximately 100 students.

5.) Recruiting & Marketing Plan:

- A. How will you publicize the school to attract a sufficient pool of applicants?

A variety of means will be employed to insure an adequate pool of applicants for the Worcester Charter School, including the use of print media and local cable television. Personal contact with the parents of prospective students will be insured through local civic and neighborhood associations and by distributing information through the local public schools. Neighborhood "coffees" and open house sessions at the school will provide interested parents with numerous opportunities to acquaint themselves with the school's curriculum and design.

- B. Specifically, what type of outreach will be made to potential students and their families?

A particular effort will be made to reach out to the parents of minority and economically disadvantaged children to make sure that the resulting student population will include a fair representation from these groups. Local civic and neighborhood associations will play an important role in this process, along with the School's Social Worker.

6.) Admissions Policy:

A. Describe the admissions methods and standards you will use to select students.

Students will be selected for admission to the Worcester Charter School by the principal, with assistance from the School's faculty. Parents will be asked to submit a written application and to join their child for a personal interview.

Because the Worcester Charter School is a public school committed to equal opportunity, the School will employ no admissions exams or special admissions requirements. Any student who resides in Worcester and appears likely to benefit from our instructional program will be eligible for admission. In the event that applications exceed the number of seats available, a lottery will be employed to select the students who will enroll in the School. The lottery will be "stratified" to assure proportionate representation from various economic and ethnic groups. Consistent with the requirements of the Charter School law, admission will be available to children from outside of Worcester provided that all interested Worcester families have been accommodated.

The school's open admissions policy will apply to special education students as well. Students who require extraordinary assistance as the result of handicapping conditions will be admitted with the understanding that funding adequate to their needs will be provided by the school district in which they reside. As with existing public schools, there may be a small number of significantly handicapped children for whom the Charter School would not be an appropriate placement.

B. Explain how these policies further the mission of the school in a non-discriminatory fashion.

The School's open admissions policy and outreach program are consistent with its status as a public school and with its mission of providing outstanding educational opportunities on an equal opportunity basis. The School will be accountable to its Trustees and to the Executive Office of Education for assuring that its student population represents a cross section of the Worcester student population.

7.) Profile of Founding Coalition:

A. Make up of partnership.

The Charter School is the product of a relationship between a group of prominent Worcester citizens known as the Worcester Charter School Group and The Edison Project.

The Worcester Charter School Group consists of several Worcester area citizens who have joined together for the purpose of filing this application. A list of these individuals and their affiliations is attached.

The Edison Project is a privately funded school development effort created in 1992 by Christopher Whittle of Knoxville, Tennessee. The project is led by its president, **Benno C. Schmidt, Jr.** and is based in New York City. The Edison Project is committed to the development and operation of a national network of high performance public schools, to be created in cooperation with local citizens groups or boards of education. The Project's founding partners are:

Dominique Browning, former Assistant Managing Editor for Newsweek;

John Chubb, Senior Fellow (now on leave) with the Brookings Institute, and co-author of *Politics, Markets and America's Schools*;

Lee Eisenberg, former Editor in Chief of *Esquire*;

Chester Finn, Professor of Education at Vanderbilt University (now on leave) and former Assistant U.S. Secretary of Education;

Nancy Hechinger, founder of Hands on Media, a multi-media production company; and

Sylvia Peters, former Principal of the Dumas Elementary School in Chicago and author of "The Seven Principles of Becoming Young Black Adults".

Members of Edison's Public School Partnership team include:

Francie Alexander, former Associate Superintendent for Curriculum, state of California;

Bill Kirby, former Superintendent of Education, state of Texas;

Sandy McCarroll, former Deputy Commissioner for Educational Programs, state of Florida;

Deborah McGriff, former Superintendent of Schools, Detroit, Michigan; and

Stephen Tracy, former Superintendent of Schools, New Milford, Connecticut.

B. History and Affiliations.

The partnership between the Edison Project and the Worcester Charter School Group has developed over the past two months as concerned Worcester citizens have conferred with representatives of the Edison Project about the possibility of establishing a high quality charter school in their community.

C. Plans for further Recruitment.

The bylaws of the Charter School will include provisions for the replacement or addition of members of the Board of Trustees. While the Board is open to the addition of other individuals who are committed to the mission of the school, there are no plans to add other members at this time.

8.) Timetable:

The Worcester Charter School plans to open its doors to students for the first time in mid-August, 1995. Key events between now and then include the following:

- | | |
|------------------|---|
| March, 1994: | Charter awarded. |
| May, 1994: | School facility identified. |
| July, 1994: | School principal selected.
Final commitment for facilities executed. |
| August, 1994: | Facilities renovation commences.
Teacher recruitment commences. |
| September, 1994: | Parent information program commences. |

October, 1994:	Support staff recruitment commences. Student recruitment effort commences.
December, 1994:	Applications for admission due.
January, 1995:	Student selection process completed.
April, 1995:	Teacher selection completed.
May, 1995:	Support staff selection completed. Facilities renovation completed.
June, 1995:	Six week pre-service staff development program commences. Equipment, furnishings, etc. installed in facility. Parent orientation sessions conducted.
August, 1995:	Pre-service staff development program completed. School opens.

Part II

9.) Evidence of Support:

Support for the proposed Worcester Charter School is evidenced by the local citizens who have stepped forward to plan the school and to serve on its Board of Trustees (see attached list).

10.) Educational Program:

A. Describe the Educational Program.

The educational program for the Worcester Charter School has been developed by the Edison Project and is set forth in detail in the attached *Partnership School Design*. A plan of instruction for early elementary students is set forth in the attached *Student Standards for the Primary Academy*. A similar document for the Elementary Academy is currently under development.

B. Basis for Teaching Methods:

The teaching methods to be employed in the Charter School have been devised by the Edison Project as the result of an eighteen month long research and development effort. Effective practices in outstanding schools across the United States and around the world were evaluated and incorporated into the school design.

Because the Worcester Charter School will place a significant emphasis on the professional authority of its faculty, decisions about the methods to be employed to teach particular lessons to particular students will be made by the School's teachers.

Typical teaching methods to be employed in the School include:

- Individual instruction;
- Cooperative learning;
- Project based learning;
- Large group lecture/demonstration; and
- Individual and small group instruction through technology.

The educational program and curriculum set forth in Edison's *Partnership School Design* will be provided to all students in the School. No "tracking" or "ability grouping" will be employed. Instead, each student will be challenged in a manner appropriate to his/her level of performance through an individual plan of instruction set forth in the student's Quarterly Learning Plan.

C. School Calendar and Hours of Operation:

The annual calendar of the Worcester Charter School will provide for 210 days of regular instruction. The School will open on or about August 15 and close on the following June 30. Parents who wish to enroll their children in summer session courses are free to do so.

Examples of annual calendars and daily schedules are presented on the last three pages of the attached *Partnership School Design* .

11.) Student Performance

A. Assessment of student performance.

The performance of students at the Worcester Charter School will be measured in the following ways:

- Participation in the Massachusetts Educational Assessment Program (M.E.A.P.);
- Participation in the district-wide assessment program as required by the Worcester Public Schools; and
- Participation in the individual performance assessments developed by the Edison Project, as described in Section 5 of the attached *Partnership School Design* and in the *Primary Academy Book*, (pp 17, 19, 21, 23, 29, 36, 38, 43, 47, 50, 54 and 59.)

B. Remedial services.

We believe that the most effective way to help low performing students to succeed is to create a close relationship between the student and a small group of educators who have the responsibility and the authority to tailor instruction to meet his or her individual needs. Therefore, responsibility for the monitoring of individual student performance and the delivery of remedial assistance to students in need rests with the

team of four teachers serving each "House" of approximately 100 students. Teachers will be well positioned to provide remedial assistance for the following reasons:

- Teachers in the Worcester Charter School will be selected in part on the basis of their ability to identify and assist students who need remedial help at the earliest possible point in their educational development.
- Teachers will be provided with regular and extensive training that will assist them in responding to individual student needs.
- The Edison Project will make a powerful interactive technology system available to the School's teachers and students that will make individualized remedial instruction available as needed.
- In addition to its regular classroom teachers, the Primary Academy will also employ two tutors to assist students experiencing academic difficulty.

When their remedial needs exceed the capability of their House teachers, students at the Worcester Charter School will be referred to reading and mathematics specialists at the school for further assistance.

C. Measurement of the development of skills.

Skill development will be measured through a combination of achievement tests required by the Worcester Public Schools and the Commonwealth of Massachusetts, and a variety of individual assessment tools as described in Section 5 of the attached *Partnership School Design* and in the *Primary Academy Book*, (pp 17, 19, 21, 23, 29, 36, 38, 43, 47, 50, 54 and 59.)

12.) School Evaluation

A. Self-assessment/evaluation.

Self assessment and evaluation will be an on-going activity at the Worcester Charter School. Regular conversations about student performance will take place among the four teachers who make up the faculty for each "House" in the School. A periodic review of student and school performance will be conducted by the principal and shared

with the Board of Trustees. In addition, operations at the Worcester Charter School will be subjected to continuous review by the Edison Project's national system of quality control.

B. Dialogue with parents and community.

The Worcester Charter School will establish and maintain close communications with parents in the following ways:

- Regular parent conferences for the purpose of developing Quarterly Learning Contracts.
- Additional teacher/parent/student conferences as needed.
- Regular contact between teachers and parents using an interactive computer network linking the School with the home of every student.
- Establishment of a Parent Council to address issues of concern to the families being served by the School.
- An inclusive parent volunteer program.

Communications with the wider community will be promoted by a Board of Friends consisting of leading Worcester citizens. The Board of Friends will organize a variety of activities, including:

- Mentoring programs;
- Guest speakers and field experiences;
- Community information programs;
- Community service programs;
- Fund raising for supplemental activities.

13.) Human Resources Information:

A. Employment of teaching and administrative staff.

The Worcester Charter School will be led by a principal to be recruited and selected by the Edison Project, subject to ratification by the Board of Trustees. Teachers, in turn, will be hired and subject to dismissal by the principal. Initial recruiting efforts will focus on the Worcester area. However, Edison will conduct a coordinated nationwide recruiting effort to assure the selection of a high quality staff for the Worcester Charter School. The standards for the employment of the principal and the faculty are set forth in the attached *Partnership School Design* document.

Assuming that the Worcester Charter School will serve approximately 500 students when it opens in August of 1995, the targeted staff size for the School is as follows:

- 1 Principal (full time)
- 1 Business/Operations manager (part time)
- 1 Technology & Information Systems Director (full time)
- 1 Librarian/Media Specialist (part time)
- 1 Social Worker (part time)
- 2 Tutors (full time)
- 27 Teachers, as follows:
 - 20 Classroom Teachers (including 5 Master Teachers)
 - 2 Foreign Language Teachers
 - 2 Physical Education Teachers
 - 3 Art and Music Teachers

B. Teacher & Administrator Evaluation.

The principal of the Charter School will be selected, trained and evaluated by the Edison Project. The principal will benefit from Edison's national system of quality control and management assistance. Formative

evaluation conferences will be conducted quarterly, and a written summative evaluation will be prepared annually.

Teachers will be evaluated at least annually by the principal, with master teachers assisting in the evaluation and development of their less senior teammates. The evaluation of professional personnel will be based largely on the extent to which students have made measurable progress toward the learning goals set forth in the curriculum.

C. Other Human Resource Information.

Salaries & Benefits: Salaries and benefits extended to professional staff members at the Worcester Charter School will be competitive with those provided by the Worcester Public School system.

Employment of the Principal: The principal of the Worcester Charter School will be employed on an annual contract and may be dismissed by the Edison Project and the Board of Trustees.

Employment of Teachers: Teachers at the Worcester Charter School will be employed on annual contracts and will be subject to dismissal by the School's principal.

Professional Development: The Worcester Charter School will make a major investment in its staff in the form of professional training and development. All staff members will be provided with an extensive pre-service orientation and development program prior to the opening of school in August of 1995. The School's four-person teacher teams will be the focus of on going in-service professional development, under the direction of the principal and master teachers.

For additional information on teachers and professional development at the Worcester Charter School, see Section 6 of Edison's *Partnership School Design* .

14.) School Governance:

A. Internal Management.

The Worcester Charter School will be managed by the Edison Project, on the basis of a contract between the Board of Trustees and Edison. Under the terms of the management contract, the Edison Project will be accountable to the Board of Trustees for the operation of the School and the achievement

of student learning. The contract will describe the means by which the Trustees may dismiss the Edison Project for failure to perform.

B. Selection of the Board of Trustees

The original Board of Trustees consists of the individuals named in Section 7 of this application. Additional and/or replacement Trustees will be selected by two thirds vote of the Trustees.

C. Roles and Responsibilities of the Board of Trustees

The Board of Trustees will be responsible for

- Development and execution of the management contract under which the Edison Project will staff, equip and operate the School;
- Ratification of the selection of the school principal;
- Receipt of funds for the operation of the School from local school committees in accordance with the procedures set forth in the Charter School law;
- Solicitation and receipt of grants and donations consistent with the mission of the Worcester Charter School; and
- Monitoring of school operations and student performance, on the basis of regular reports to be presented by the Edison Project.

D. Relationship of the Board of Trustees to teachers, administrators, students and families.

Since the Worcester Charter School will be managed by the Edison Project, teachers, students and families will have a direct relationship with the Edison Project through the principal, teachers and other staff members. The Board of Trustees will confer with parents, teachers and students from time to time as a part of its general oversight of school operations and Edison's performance. The Worcester Charter School will actively solicit visitations from Trustees, parents and other citizens who are interested in observing or assisting with the School's activities.

E. Parent and Student Involvement in Decision Making.

Since the Worcester Charter School will be a school of choice, parents retain the right to make two very important decisions with respect to the

education of their children: the right to seek admission for their children and the right to withdraw their children if they conclude that the School is not serving their children's best interests.

Parents will play an important role in consulting with their children's teachers in the development and implementation of Quarterly Learning Contracts. In addition, parents will be encouraged to provide advice and assistance to the school through service on the School Parent Advisory Board and through a variety of other volunteer activities.

F. Community Involvement in School Activities.

The Worcester Charter School will be a community school in every sense of the term. Efforts will be made to locate important community services in the School building, so as to make them accessible to parents. The School building will be available for use by community groups after school hours. The Board of Friends will encourage community members to involve themselves in the life of the School in a variety of ways, including mentor programs, guest presentations, field trips and school visitations.

For additional information on the important roles that students, families and the community at large will play in the life of the Worcester Charter School, see section 8 of Edison's *Partnership School Design* .

15.) Building Options:

A search for a suitable building to house the Worcester Charter School is currently under way with assistance from municipal officials and private citizens. Among other possibilities, consideration is being given to a former public school building (now vacant) and to a nursing school facility associated with an area hospital (also vacant).

Once a potential site has been identified, it will be evaluated by Bovis Management Systems, Inc. as to its suitability for a Charter School. The Edison Project will assume responsibility for adapting a code compliant facility for use as a Charter School, including general painting and clean up, and installation of the technology that is integral to the Edison school design.

Part III

16.) Code of Conduct:

The Worcester Charter School will operate on the basis of a Code of Conduct to be developed by the principal in cooperation with the faculty and parents. The Code will emphasize:

- the importance of self discipline;
- prompt, logical consequences for misbehavior; and
- maintenance of a safe environment for teaching and learning for all students and staff members in the school.

The principal will have the authority to suspend students from the Charter School for serious, repeated violations of the Code of Conduct. The principal will also be authorized to expel students from the School for actions that pose serious threats to the well being of staff members or other students, subject to a majority vote of the Trustees.

A copy of the Code will be provided to the Secretary prior to the commencement of school operations.

17.) Special Needs Students:

Students with special needs will be welcomed in the Worcester Charter School. Most special education students (including those identified as "learning disabled") will thrive in an environment that provides for individual attention, long term relationships with teachers, more time for learning and a variety of teaching and learning styles.

Students whose handicapping conditions require extensive assistance will be served by the School with the understanding that a level of financial support appropriate to the students' needs will be forthcoming from the school districts in which they reside.

There may be a relatively small number of substantially disabled students for whom the Worcester Charter School would not represent an appropriate educational setting.

18.) Funding:

A. Start-up Budget

Start up funds for the Worcester Charter School will be provided by the Edison Project, including:

- development of curriculum, technology system and school operations plan;
- recruiting, selection and pre-service training of staff members; and
- clean up, fix up and equipping of the school facility.

B. Five Year Budget

To be developed.

C. Sources of Anticipated Income

The primary source of income for the Worcester Charter School will be the per pupil allotment of public funds as described in the Charter Schools law. The Board of Trustees may seek additional money from state economic development funds for necessary improvements to facilities, and from various public and private sources to support the implementation of pre-Kindergarten and other supplemental programs.

19.) Accountability:

The Worcester Charter School will operate on the basis of clear lines of accountability, all of which focus on successful student performance.

Teachers will be accountable to the principal for the long term development of their students, toward the learning goals set forth in the School's curriculum. Since teachers will be employed on one year contracts (as opposed to permanent tenure), the ultimate accountability for a teacher who fails to perform effectively is dismissal.

The principal will be accountable to the Edison Project for general school operations and for student performance. He or she will benefit from

Edison's national system of management and instructional assistance. Since the principal will be employed by the Edison Project on an annual contract, the ultimate accountability for ineffective performance is dismissal.

The Edison Project will be accountable to the Board of Trustees for the overall staffing, equipping and operation of the School. The Board retains the authority to dismiss the Edison Project in the event that the School fails to perform effectively for its students.

The Edison Project and the Board of Trustees of the Worcester Charter School will also be accountable to the Secretary of Education for the faithful implementation of the School as described in the charter application and in the Edison School design. Failure to meet the requirements of the law will result in revocation of the Charter.

Finally, as a school of choice, the Worcester Charter School will be accountable directly to the parents who choose to enroll their children. Only if the Worcester Charter School earns the continued support of parents will it enjoy long term success.

20.) Transportation:

Transportation arrangements for students in the Worcester Charter School will be developed in cooperation with the Worcester Public Schools. In keeping with the requirements of the Charter Schools law, the local school committee will be responsible for transporting students who reside within the borders of Worcester to the Charter School.

21.) Liability and Insurance:

To be provided.

22.) Governance Documents:

The Worcester Charter School will provide the Secretary with copies of the School Constitution, By-laws, Contracts and Incorporation Documents as required, prior to the opening of the School.

The Worcester Charter School
An Edison Partnership School

The Founding Coalition

For the Worcester Charter School Group

Mary Lou Anderson

Director of Graduate Studies, Assumption College
Former member, Massachusetts Higher Education Coordinating
Council

Mary E. Burke

Lecturer in Politics, Assumption College and Anna Maria College

Mark Colborn

Vice President/Controller, Allmerica Financial

Sara Robertson

Consultant, Visiting Nurses Association
Former member, Worcester School Committee
Former Mayor, City of Worcester

Harriett Lebow

Executive Director, Oak Hill Community Development Corporation

Nina Stoll

Founder, Solomon Schechter Day School of Worcester
Lecturer in English, Quinsigamond Community College

Richard Lamoureux

Provost and Dean of the Faculty, Assumption College

John Rowe

President & CEO, New England Electric System

Janet Slovin

Former Director, "Target Worcester", Worcester Chamber of Commerce

Former member, Worcester School Committee

George W. Tetler

Partner, Bowditch & Dewey

For the Edison Project

Deborah McGriff

Member of the Public School Partnership Team and former Superintendent of Schools in Detroit, Michigan.

Stephen Tracy

Member of the Public School Partnership Team and former Superintendent of Schools in New Milford, Connecticut.

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15th day of FEBRUARY (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet must be attached to the application when it is filed.)

Name: Mary Lou Anderson Signature: Mary Lou Anderson Date: 2/10/94
Address: 17 Bancroft Trl Rd City: Worcester State: MA Zip: 01609
Tel: 752-5615 Ext 424

Name: MARY E. BURKE Signature: Mary E. Burke Date: 2/11/94
Address: 2 WARD FARM Cir. City: Worcester State: MA Zip: 01602
Tel: 749-7395

Name: Mark Colburn Signature: Mark Colburn Date: 2/14/94
Address: 56 S. Lenoir St. City: Worcester State: MA Zip: 01602
Tel: 855-2166

Name: JARA ROBERTSON Signature: Jara Robertson Date: 2/14/94
Address: 770 Salisbury St. #315 City: Worcester State: MA Zip: 01609
Tel: 792-9587

Name: Richard Lannieux Signature: Richard Lannieux Date: 2/14/94
Address: 502 Salisbury St City: Worcester State: MA Zip: 01609
Tel: 753-436

Name: Harriett S. Lebow Signature: Harriett S. Lebow Date: 2/14/94
Address: 30 BERKMAN ST City: Worcester State: MA Zip: 01602
Tel: (508) 753-6937

Name: Nina Stoll Signature: Nina Stoll Date: 2/14/94
Address: 16 Old Lantern Circle City: Paxton State: MA Zip: 01612
Tel: 508-755-1601

Name: STEPHEN TRACY Signature: Stephen Tracy Date: 2/14/94
Address: 529 5th AVE City: NY State: NY Zip: 10017
Tel: 212-309-1600

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

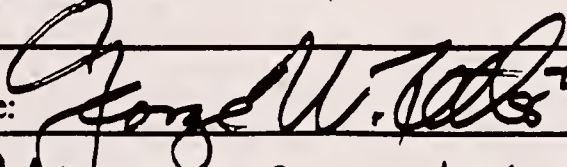
Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 14th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: <u>GEORGE W. TETLER</u>	Signature: <u></u>	Date: <u>2/14/94</u>
Address: <u>5 BURGESS ROAD</u>	City: <u>WORCESTER</u>	State: <u>MA</u>
		Zip: <u>01609</u>
		Tel: <u>508-791-4117</u>

Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:

Name:	Signature:	Date:
Address:	City:	State:
		Zip:
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Address:	City:	State:
		Zip:
		Tel:

Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the _____th day of _____(month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name:	JANET C. Slovin	Signature:	<i>Janet C. Slovin</i>	Date:	Feb. 10, 1993
Address:	99 Aylesbury Rd.	City:	Worcester	State:	MA
				Zip:	01609
				Tel:	7545953

Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:

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Address:	City:	State:
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